

Postgraduate Certificate Cooperation and Equality





Postgraduate Certificate Cooperation and Equality

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-certificate/cooperation-equality

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01

Introduction

The fight for equality between men and women is a long-standing task in which there is still a long way to go. There are still places today where women's freedoms are not respected, as a matter of culture. For this reason, it is the international organizations that must ensure compliance, improving the living conditions of people worldwide. In this regard, the work of physicians can be of particular relevance in addressing the needs of patients from different sociocultural backgrounds. Thus, TECH has developed a program fully focused on professionals acquiring this type of knowledge and applying it in their day-to-day practice.





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At TECH, we offer you the most complete program on cooperation and equality so that you can increase your skills and be able to help groups in vulnerable situations"

The International Development Cooperation has strategic lines of intervention around the prevalence of equality between men and women, fighting for a substantial change in those regions where women play a negligible role alongside men. For this change to take place, it is essential that there be a change of mentality in these societies, which can be achieved by contributing the international vision of the associations that work in these regions and that have medical professionals trained for field work.

This program combines basic knowledge in international development cooperation applied to the field of medicine, tools that allow the development worker to seek to improve the performance of their work in those areas that people and communities demand, guide them to change and focus them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online program, the physician will be able to combine the study of this very complete Postgraduate Certificate with the rest of their daily obligations, choosing at all times where and when to study. A high-level qualification that will take the medical professional to the highest level in their field of practice.

This **Postgraduate Certificate in Cooperation and Equality** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ◆ The development of case studies presented by experts in international cooperation of peoples
- ◆ Its graphic, schematic and practical contents are designed to provide scientific and practical incapacitation on those disciplines that are essential for professional practice
- ◆ New developments in Cooperation and Equality
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Emphasis on innovative methodologies in International Development Cooperation
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



The help of doctors in the most disadvantaged countries is essential to improve their living conditions, focusing on equality among citizens"

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This program is the best investment you can make in selecting a refresher program for two reasons: in addition to updating your knowledge in International Development Cooperation, you will obtain a qualification from the leading online university in Spanish: TECH”

The program’s teaching staff includes professionals from the sector who contribute their work experience to this specialization program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

Increase your confidence in decision making by updating your knowledge through this program.

We offer you the most complete Postgraduate Certificate with the best teaching methodology.



02 Objectives

The design of the program of this Postgraduate Certificate will allow the student to acquire the necessary skills to focus their knowledge towards human rights and international humanitarian law. To achieve this, it relies on the experience of professionals who have poured into the elaboration of the points of the curriculum the keys to the development of the skills that the doctor needs to be oriented to this field, with a comprehensive program for the achievement of the proposed objectives. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.



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This Postgraduate Certificate will allow you to update your knowledge in International Cooperation with the use of the latest educational technology, to contribute with quality and confidence to decision making”



General Objectives

- ◆ Provide students with advanced specialized training based on theoretical and instrumental knowledge in international cooperation
- ◆ Acquire and develop the skills necessary to obtain a qualification as an International Cooperation professional
- ◆ Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- ◆ Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- ◆ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law





Specific Objectives

- ◆ Understand, provide or collaborate in humanitarian activities directed to the victims of armed conflicts under the coverage of International Humanitarian Law
 - ◆ Qualify the different types of armed conflicts by distinguishing them from other situations of armed violence; identify and classify the victims of such conflicts; know and understand the victim protection system and be able to apply it
 - ◆ Be aware of the limitations that humanitarian law imposes on combatants in relation to the conduct of hostilities, respect for zones, places and installations marked with a protection sign, and the requirement of a code of conduct relating to victims, medical and religious personnel, and humanitarian organizations
 - ◆ Identify situations and persons who are particularly vulnerable in armed conflicts, knowing the protection afforded to them by International Humanitarian Law
 - ◆ Respond to crisis and humanitarian emergency situations by assessing the urgency of the situation and planning and developing actions to deal with them
 - ◆ Stimulate the participation of the people and groups with whom cooperation activities are developed, enabling them to identify their problems and needs, lead their processes of change, assess their evolution and decide on new courses of action
 - ◆ Internalize, analyze and understand what we mean when we talk about gender, development and women's rights
 - ◆ Know the role of feminist movements in the processes of social advancement and transcapacitation
- ◆ Reflect on the practical application areas of the Sevillian society that can be shared and extrapolated to other realities
 - ◆ Promote work in professional teams, taking advantage of its benefits as a space for reflection, orientation of the practice of development cooperation and as an instrument for the analysis of situations and the design of work and intervention alternatives
 - ◆ Intervene under gender perspectives in international development cooperation



You will collaborate in the intervention under gender perspectives in international development cooperation in an efficient way"

03

Course Management

The program includes in its faculty experts of reference in International Cooperation for the Development of Peoples, who pour into this curriculum the experience of their work. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner. In this way, the student has the best tools for the development of their skills during the program, specializing in a sector that requires professionals with vocation.



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Experts in cooperation and equality educational projects collaborate in this program focused on doctors to raise awareness of the importance of their specialization in this area"

International Guest Director

Piotr Sasin is an international expert with experience in non-profit management, specializing in humanitarian assistance, resilience and international cooperation for the development of peoples. Indeed, he has worked in complex and challenging environments, helping communities affected by conflict, displacement and humanitarian crises. In addition, his focus on social innovations and participatory planning has allowed him to implement long-term solutions in vulnerable areas, significantly improving living conditions.

He has also held key roles as Director of Refugee Crisis Response at CARE, where he has led humanitarian initiatives to support displaced people in various regions. He has also worked as Country Director at People in Need, where he was responsible for coordinating community development and rapid emergency response programs. In turn, his role as Country Representative at the Terre des Hommes Foundation has allowed him to manage projects focused on child protection.

Consequently, at the international level, he has been recognized for his ability to manage large-scale projects in the field of international development cooperation, collaborating with governments, NGOs and multilateral agencies in various regions. Likewise, his leadership has been instrumental in promoting resilience in communities affected by disasters, fostering local empowerment through urban planning and sustainable development. In this way, he has been praised for his focus on conflict mitigation and his ability to build strategic partnerships.

Ultimately, Piotr Sasin has a strong academic background, with a Master's degree in Urban Planning and Regional Development, as well as a Bachelor's degree in Ethnology and Anthropological Culture, both degrees from the University of Warsaw in Poland. Thereby, his research has focused on international cooperation and sustainable planning in humanitarian crisis contexts.



Mr. Sasin, Piotr

- Director of Refugee Crisis Response at CARE, Warsaw, Poland
- Country Director at People in Need
- Country Representative at Fondation Terre des Hommes
- Program Director at Habitat for Humanity Poland
- Master's Degree in Urban Planning and Regional Development from the University of Warsaw
- B.A. in Ethnology and Anthropological Culture, University of Warsaw

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Thanks to TECH, you will be able to learn with the best professionals in the world”

Guest Director



Ms. Rodríguez Arteaga, Carmen

- ◆ Degree in Philosophy and Educational Sciences at UCM
- ◆ Expert in Educational Evaluation at OEI
- ◆ Expert in Educational Indicators and Statistics at UNED
- ◆ Expert in Development Cooperation in Education at the University of Barcelona
- ◆ Specialist in Knowledge Management
- ◆ Career Civil Servant

Co-Direction



Ms. Romero Mateos, María del Pilar

- ◆ Social Educator
- ◆ Postgraduate Diploma in International Development Cooperation
- ◆ Employment training teacher
- ◆ Gender Equality Agent
- ◆ Author and collaborator in educational projects at Abile Educativa



Professors

Ms. Sánchez Garrido, Araceli

- ◆ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ◆ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations Since 2013
- ◆ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ◆ Member of the Faculty of Museum Curators assigned to the American Museum in Madrid until 2007 as head of the Ethnology Department, when she moved to the Ministry of Foreign Affairs, European Union and Cooperation
- ◆ Professor of the Master in Cultural Management at Carlos III University of Madrid and participant in numerous training courses both in Latin America and Spain
- ◆ Lecturer in summer courses at the Complutense University of Madrid

Mr. Cano Corcuera, Carlos

- ◆ Bachelor of Science in Biology with a major in Zoology
- ◆ Degree in Animal Ecology
- ◆ Specialist in Planning and Management of Development Cooperation Interventions by UNED (UNED)
- ◆ Specialization Courses in International Cooperation; Identification, Design and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc.
- ◆ Work in different areas of international cooperation, mainly in Latin America

Ms. Flórez Gómez, Mercedes

- ◆ Degree in Geography and History from the Complutense University of Madrid
- ◆ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ◆ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Wales, UK
- ◆ Advanced Diploma in South Cooperation, Sur- FLACSO
- ◆ Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- ◆ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- ◆ Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH
- ◆ Director of the Spanish Cooperation Training Centers in Uruguay
- ◆ More than 20 years of experience in public institutions related to development cooperation, both for Ibero-America and Latin America, dedicated to institutional strengthening for the management of public policies through training and knowledge management for development

Ms. Cristina Córdoba

- ◆ Nurse
- ◆ Training and experience in International Development Cooperation Projects
- ◆ Co-founder and participant of PalSpain project
- ◆ Founder of the Youth Association APUMAK, Madrid, Spain





Ms. Ramos Rollon, Marisa

- ◆ Professor of Political Science and Administration at the Complutense University of Madrid
- ◆ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Researcher focused on the areas of public policies and institutions in Latin America and on the topics of democratic governance and development policies, specifically linked to the connection between public policies and the 2030 Agenda
- ◆ Lecturer in the Political Science Degree, where in recent years she has taught subjects such as Comparative Politics, Spanish Political System and Latin American Political Systems
- ◆ Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master in Political Leadership, both at UCM and in the Master in Latin American-EU Relations at the University of Alcalá
- ◆ Director of the Complutense Summer School Course on Public Policy and Agenda 2030

04

Structure and Content

The syllabus of this program has been designed based on the knowledge and needs required for the cooperation and implementation of equality in medicine. Thus, a curriculum has been developed with modules that offer a broad approach to the profession from a global point of view due to its application at international level, incorporating all the agents involved in the development of its functions. A challenge that will raise the student's capabilities in this subject, turning them into a professional dedicated to their vocation.



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You will learn in depth about special advisors on the prevention of genocide and the responsibility to protect”

Module 1. Human Rights (HR) and International Humanitarian Law (IHL)

- 1.1. Human Rights and International Humanitarian Law
 - 1.1.1. Introduction
 - 1.1.2. Concept and Definition of Human Rights
 - 1.1.3. Universal Declaration of Human Rights
 - 1.1.3.1. What Is the Universal Declaration of Human Rights?
 - 1.1.4. Authors of the Universal Declaration of Human Rights
 - 1.1.5. Preamble of the Universal Declaration of Human Rights
 - 1.1.6. Articles of the Universal Declaration of Human Rights
 - 1.1.6.1. It Consists of 30 Articles
 - 1.1.7. Articles 1 to 8
 - 1.1.8. Articles 9 to 17
 - 1.1.9. Articles 18 to 25
 - 1.1.10. Articles 25 to 30
- 1.2. International Humanitarian Law (IHL)
 - 1.2.1. Introduction
 - 1.2.2. What Is IHL?
 - 1.2.2.1. Definition and Concept
 - 1.2.3. Where Is IHL Born?
 - 1.2.4. IHL and the Geneva Conventions
 - 1.2.4.1. Geneva Conventions 1949
 - 1.2.5. Implementation of IHL
 - 1.2.6. Areas of IHL
 - 1.2.7. Protection
 - 1.2.7.1. What or Whom Does IHL Protect?
 - 1.2.8. IHL Prohibitions
 - 1.2.9. Effectiveness of IHL
 - 1.2.10. Implementation of IHL
- 1.3. The UN and Human Rights
 - 1.3.1. The UN
 - 1.3.2. How Does the UN Promote Human Rights?
 - 1.3.2.1. Introduction
 - 1.3.3. High Commissioner for Human Rights
 - 1.3.4. Human Rights Council
 - 1.3.5. Human Rights Treaty Bodies
 - 1.3.6. UN Special Procedures
 - 1.3.7. UNGD-HRM
 - 1.3.7.1. Human Rights Mainstreaming Mechanism of the United Nations Development Group (UNDG)
 - 1.3.8. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
 - 1.3.9. Conclusions
- 1.4. UN Human Rights Protection Tools
 - 1.4.1. Introduction
 - 1.4.2. The Charter of Human Rights
 - 1.4.3. Democracy
 - 1.4.4. Other UN Human Rights Protection Agencies
 - 1.4.4.1. Brief Description
 - 1.4.5. Safety Council
 - 1.4.6. Third Committee of the General Assembly
 - 1.4.7. Various Agencies:
 - 1.4.7.1. General Assembly
 - 1.4.7.2. Economic and Social Council
 - 1.4.8. General Secretary
 - 1.4.8.1. Rights First
 - 1.4.9. United Nations Peace Operations
 - 1.4.10. Commission on the Status of Women (CSW)
- 1.5. International Human Rights Law
 - 1.5.1. Introduction
 - 1.5.2. Definition and Concept
 - 1.5.3. Characteristics of International Human Rights Law
 - 1.5.4. Development of International Human Rights Law
 - 1.5.4.1. Stages
 - 1.5.5. Universal and Regional Tools
 - 1.5.6. Other Specialized Treaties
 - 1.5.6.1. Conventions
 - 1.5.7. Commitments of Member States to Human Rights

- 1.5.8. Attacks Against Humanity
- 1.5.9. Examples:
- 1.5.10. Conclusions
- 1.6. Non-Governmental Organizations and Human Rights
 - 1.6.1. Introduction
 - 1.6.2. NGOs and Human Rights
 - 1.6.2.1. Objectives
 - 1.6.3. Positive Aspects of NGOs and Human Rights
 - 1.6.4. Categories of NGOs and Human Rights
 - 1.6.4.1. According to General Objectives
 - 1.6.5. NGOs for Protection of Human Rights
 - 1.6.6. NGO for Education and Promotion of Human Rights
 - 1.6.7. NGOs by Geographic Context
 - 1.6.7.1. National
 - 1.6.7.2. Community Groups
 - 1.6.7.3. Regional
 - 1.6.7.4. Relations
 - 1.6.8. NGOs According to Their Particular Mandate
 - 1.6.8.1. Justification
 - 1.6.8.2. Civil and Political Rights
 - 1.6.8.3. Economic, Social and Cultural Rights
 - 1.6.8.4. Right to Development Right to Self-Determination of Peoples
 - 1.6.8.5. Women's Rights
 - 1.6.8.6. Children's Rights
 - 1.6.9. According to the Nature of the Members that Comprise It
 - 1.6.9.1. Family Groupings, Religious Character, etc.
 - 1.6.10. General Lines of Financing for NGOs
- 1.7 Human Rights Violations in the World
 - 1.7.1. Introduction
 - 1.7.2. Economic Interests and Their Relationship to Human Rights Violations
 - 1.7.2.1. Geopolitical Relations and Human Rights Violations
 - 1.7.3. States as Human Rights Violators
 - 1.7.4. Illegal Armed Groups
 - 1.7.5. The Victims
 - 1.7.6. Peace Agreements around the World and Their Role in Reconciliation in the Aftermath of Armed and Political Conflict
 - 1.7.6.1. Example, Columbia
 - 1.7.6.2. Peace Agreement between Colombian Government and FARC-EP
 - 1.7.7. Justice, Reparation and Non-Repetition System
 - 1.7.8. Collective Memory
 - 1.7.9. The Responsibility of a State Not to Forget
 - 1.7.10. Conclusions
- 1.8. Environmental Human Rights
 - 1.8.1. Introduction
 - 1.8.2. Rights to Mother Earth in Abya Ayala
 - 1.8.2.1. What Is Mother Earth?
 - 1.8.3. Fundamental Premise of Mother Earth's Rights
 - 1.8.4. Nature's Rights
 - 1.8.4.1. Does Nature Have Rights?
 - 1.8.5. The Origin of Nature's Rights
 - 1.8.6. Permanent Court of Nature's Rights
 - 1.8.6.1. Objectives and Jurisdiction of the Court
 - 1.8.7. Functions of the Tribunal
 - 1.8.8. Open Cases of Nature's Rights
 - 1.8.8.1. Examples:
 - 1.8.9. Food Sovereignty
 - 1.8.10. Food Safety.
- 1.9. Human Mobility and Migration
 - 1.9.1. Introduction
 - 1.9.2. Migration
 - 1.9.2.1. Concept and Definition
 - 1.9.3. Causes
 - 1.9.4. Consequences
 - 1.9.5. Human Mobility and the Right to Freedom of Movement
 - 1.9.6. Necropolitics
 - 1.9.6.1. Definition and Concept

- 1.9.7. Objectives of Necropolitics
- 1.9.8. Migration and Development
- 1.9.9. Human Mobility as a Challenge for the Global Governance of Development
- 1.9.10. Conclusion

Module 2. Equality and Cooperation

2.1. Gender and Cooperation

2.1.1. Concepts

- 2.1.1.1. Introduction
- 2.1.1.2. Gender

2.1.2. Theoretical Approach to Gender Theory

2.1.2.1. Key Concepts

2.1.3. International Scope: Detecting Gender Inequalities in Cooperation

- 2.1.3.1. Situation
- 2.1.3.2. Analysis

2.1.4. The Feminist Movement in the World

2.1.4.1. Concepts

2.1.5. Brief Historical Review

2.1.5.1. About the Concept

2.1.6. The Approach to Gender in Cooperation Policies

2.1.6.1. Major International Summits and Strategies

2.1.7. Political Dimension of Gender

2.1.8. Empowerment

2.1.8.1. Concept

2.1.9. Conclusions and Main Challenges

2.1.9.1. Equality and International Cooperation

2.1.10. Gender and Education for Social Transcapacitation

2.2. Historical Evolution of Feminist Movements Main Currents

2.2.1. Introduction

2.2.2. The Emergence of Women as a Collective Subject

- 2.2.2.1. Being a Political Subject
- 2.2.2.2. Citizenship

2.2.3. The French Revolution as a Framework for Emancipation

2.2.4. The First Wave of the Feminist Movement

2.2.4.1. Suffragettes

2.2.4.2. Socialists

2.2.5. The Second Wave of Feminism

2.2.5.1. Criticism of Capitalism

2.2.6. Intersectionality

2.2.6.1. Concept

2.2.7. The Third Wave of Feminism

2.2.7.1. Brief Introduction

2.2.8. Different Approaches

2.2.9. Gender Trends

2.2.10. Progress in the Fight for Equality

2.3. Regional Patriarchies and Women's Movements

2.3.1. Introduction to the Concept of Patriarchy and Regional Patriarchy

2.3.1.1. Concepts

2.3.2. Patriarchies in Latin America

- 2.3.2.1. What Are They?
- 2.3.2.2. Main Features

2.3.3. Patriarchies in Asia

- 2.3.3.1. What Are They?
- 2.3.3.2. Main Features

2.3.4. Patriarchies in Africa

- 2.3.4.1. What Are They?
- 2.3.4.2. Main Features

2.3.5. Patriarchies in Europe

- 2.3.5.1. What Are They?
- 2.3.5.2. Main Features

2.3.6. Historical and Common Requests:

- 2.3.6.1. Social
- 2.3.6.2. Politics
- 2.3.6.3. Cultural

2.3.7. Women's Movements in Latin America

2.3.8. Women's Movements in Africa



- 2.3.9. Women's Movements in the Spanish State
 - 2.3.9.1. The Suffragism Stage
 - 2.3.9.2. The Resurgence of Feminism after the Civil War
 - 2.3.9.3. Feminisms from the Spanish Constitution Onwards
 - 2.3.9.4. Current Feminisms
- 2.3.10. Sorority
 - 2.3.10.1. Concept
- 2.4. Division of Labor: Traditional "Agreements" and Contemporary Dynamics
 - 2.4.1. Division of Labor between Men and Women
 - 2.4.1.1. Concept
 - 2.4.1.2. Evolution Over Time
 - 2.4.2. Application of the Concept to Different Economic Realities
 - 2.4.2.1. How to Apply It?
 - 2.4.2.2. How to Analyze It?
 - 2.4.3. Division of Domestic Work
 - 2.4.4. Phenomenon of Feminization of Poverty
 - 2.4.4.1. The Concept
 - 2.4.4.2. The Data
 - 2.4.5. Different Modalities of Labor Market Insertion
 - 2.4.6. Data on Labor Participation and Wage Gaps
 - 2.4.7. Data and Current Situation on Political Participation
 - 2.4.8. Work in Africa and Asia
 - 2.4.8.1. Situation of Women in the Labor Market
 - 2.4.8.2. Evolution Over Time
 - 2.4.8.3. Current Forms of Employment and Labor Organization
 - 2.4.9. Conclusions
 - 2.4.10. Indicators
- 2.5. Care Policies and Economy
 - 2.5.1. Life Care
 - 2.5.1.1. Concept
 - 2.5.2. Tasks and Times Dedicated to Life Care
 - 2.5.2.1. Data on Time Spent on Hygiene, Feeding, Shelter, Emotional, Psychic and Sexual Care, etc.
 - 2.5.2.2. Effects on Women's Lives

- 2.5.3. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
 - 2.5.3.1. Personal and Social Assessment of Caregiving Tasks
 - 2.5.3.2. Social and Economic Assessment
- 2.5.4. The Ethic of Care
 - 2.5.4.1. Concept
 - 2.5.4.2. Referrals
 - 2.5.4.3. Evolution Over Time
- 2.5.5. Analysis of the Impact of Unpaid Work and Care for Life at the Personal, Family and Socioeconomic Structures Levels
- 2.5.6. Strategies for Work-Life Balance and Co-Responsibility
 - 2.5.6.1. Historical Evolution of the Concept of Work-Life Balance and Co-Responsibility
- 2.5.7. New Masculinities Current Situation
- 2.5.8. Care and Globalization
 - 2.5.8.1. Concept
 - 2.5.8.2. Data from Different Geographic Areas
- 2.5.9. Unpaid Work
 - 2.5.9.1. Concepts
 - 2.5.9.2. Negative Consequences on Women's Lives
- 2.5.10. Conclusions
- 2.6. Gender and Migrations
 - 2.6.1. Global Migration Situation:
 - 2.6.1.1. Evolution Over Time
 - 2.6.1.2. Current Situation of Migrations and Migratory Flows Disaggregated by Gender
 - 2.6.2. Phenomenon of Feminization of Migrations
 - 2.6.2.1. Concept and Historical Evolution of Migrations
 - 2.6.2.2. Current Situation
 - 2.6.3. Differentiated Features in Migratory Flows from a Gender Perspective
 - 2.6.3.1. Gender Variable in Voluntary Migration Processes
 - 2.6.3.2. Gender Variable in Forced Displacement Processes (Refugees and "Asylum-Seekers")
 - 2.6.4. Risks to Women's Lives During Migration Processes
 - 2.6.4.1. Sexual Violence
 - 2.6.4.2. Commercialization of Women's Bodies During Migratory Processes
 - 2.6.5. Stereotypes and Universalized Image of Migrant Women's Subordination
 - 2.6.5.1. Analysis of Stereotypes of Migrant Women
 - 2.6.5.2. Showcasing the Diverse and Real Reality of Migrant Women
 - 2.6.6. Effects of Migration on Women's Lives
 - 2.6.6.1. Impacts on Power and Family Relationships
 - 2.6.6.2. Impacts on Gender Relations
 - 2.6.7. Main Occupations and Role of Migrant Women in Host Countries
 - 2.6.7.1. Domestic Work
 - 2.6.7.2. Care of Dependent Persons (Global Care Chains)
 - 2.6.7.3. Prostitution and Trafficking
 - 2.6.8. Strategies for the Development of Cooperation and Migration Prevention Projects with a Gender Perspective
 - 2.6.8.1. Co-Development Projects
 - 2.6.8.2. Other Examples and Best Practices
 - 2.6.9. Final Reflections and Current Challenges:
 - 2.6.9.1. Need for the Implementation of Gender-Sensitive Migration Policies in Countries of Origin and Host Countries
 - 2.6.9.2. Need for the Implementation of Intercultural Policies with a Gender Perspective in Countries of Origin and Host Countries
 - 2.6.10. Conclusions
- 2.7. The International System of Development Cooperation from a Gender Perspective
 - 2.7.1. Introduction
 - 2.7.2. The International Development Cooperation System
 - 2.7.3. Policies and Tools for International Development Cooperation from a Gender Perspective
 - 2.7.4. Effectiveness, Quality and Coherence of International Aid
 - 2.7.4.1. Concept of International Aid
 - 2.7.5. Gender and Advocacy
 - 2.7.6. Development Education from a Gender Perspective

- 2.7.7. Gender-Sensitive Planning
 - 2.7.7.1. Project Cycle Management
- 2.7.8. Human Rights and Gender
- 2.7.9. Assessment and Indicators with a Gender Perspective
- 2.7.10. Conclusions
- 2.8. Public Policies with a Gender Perspective
 - 2.8.1. Economic Bases of Development
 - 2.8.1.1. Introduction
 - 2.8.2. Economics from a Gender Approach
 - 2.8.3. Globalization and Gender in Development
 - 2.8.3.1. Concept of Globalization
 - 2.8.3.2. Gender in Development
 - 2.8.4. Gender and Poverty
 - 2.8.4.1. Examples in the West and Latin America
 - 2.8.5. Public Budgets with a Gender Perspective
 - 2.8.6. Development, Environmental Sustainability and Gender
 - 2.8.7. Conflict and Gender and Peacebuilding
 - 2.8.8. Public Policies and Gender
 - 2.8.9. Education and Gender
 - 2.8.10. Conclusions
- 2.9. The Gender Perspective in International Development Cooperation
 - 2.9.1. History
 - 2.9.2. Basic Concepts
 - 2.9.3. Example of Best Practices at the International Level
 - 2.9.4. Organizational Culture
 - 2.9.5. Equality and Mainstreaming Plans
 - 2.9.5.1. Germany
 - 2.9.5.2. Denmark
 - 2.9.5.3. Spain
 - 2.9.5.4. Ireland
 - 2.9.5.5. Sweden
 - 2.9.6. Financing
 - 2.9.6.1. Gender Equality Budget
 - 2.9.7. Best Practices in International Development Cooperation
 - 2.9.7.1. Germany
 - 2.9.7.2. Australia
 - 2.9.7.3. Bolivia
 - 2.9.7.4. Tanzania
 - 2.9.8. Events, Forums, Workshops and Training
 - 2.9.9. Triangular and South-South Cooperation from a Gender Perspective
 - 2.9.10. UNDP Guidance
 - 2.9.10.1. Practical Gender Area



If you are a medical professional and are looking for a program in cooperation and equality, this TECH Postgraduate Certificate is for you"

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gervas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

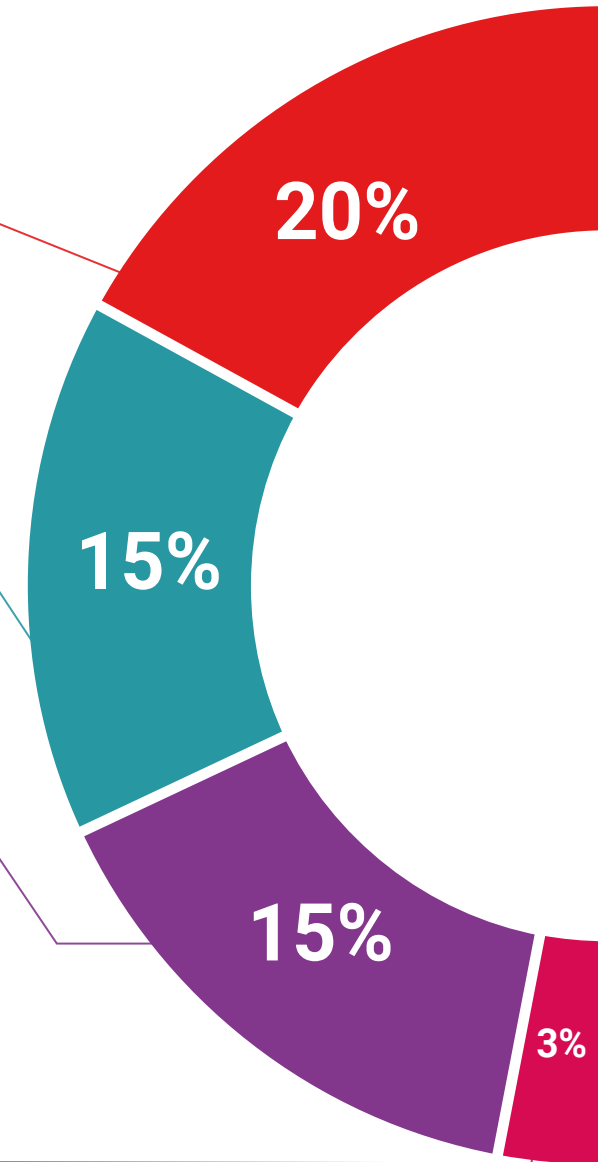
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

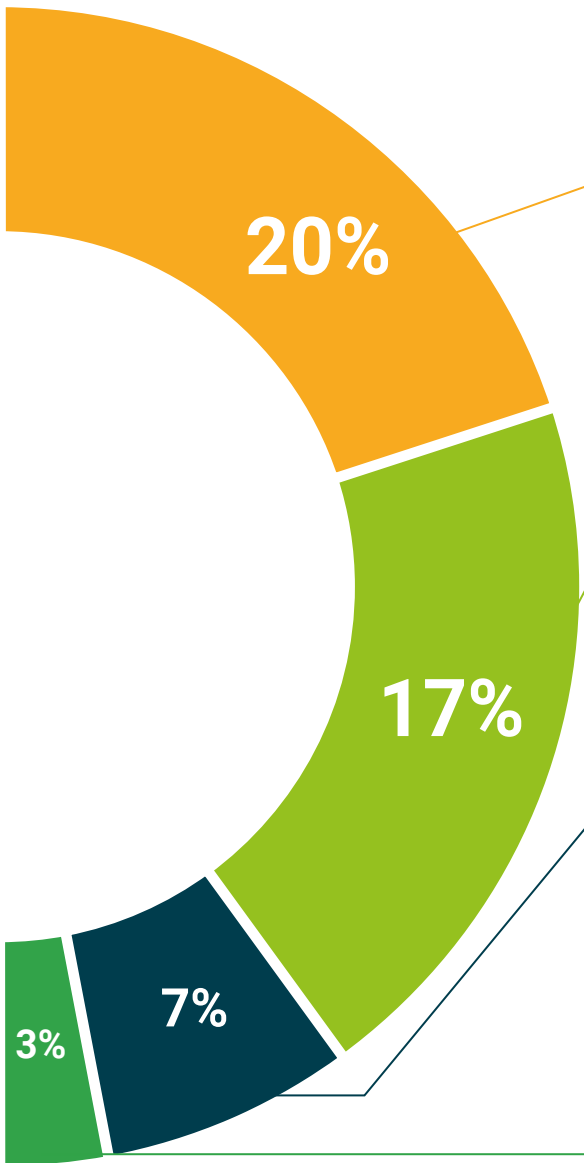
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06 Certificate

The Postgraduate Certificate in Cooperation and Equality guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This program will allow you to obtain your **Postgraduate Certificate in Cooperation and Equality** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Cooperation and Equality**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development language
virtual classroom

tech global
university

Postgraduate Certificate
Cooperation and Equality

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Cooperation and Equality